DOCUMENT RESUME

ED 381 640 CE 068 743

TITLE	Start Your Own Business. Interim Guide.
INSTITUTION	Manitoba Dept. of Education and Training, Winnipeg.
REPORT NO	ISBN-0-7711-1214-9
PUB DATE	94
NOTE	49p.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Behavioral Objectives; *Business Administration; *Business Education; Business Responsibility; *Competency Based Education; Competition; *Entrepreneurship; Foreign Countries; Human Resources; Lesson Plans; Marketing; Money Management; Risk Management; Secondary Education; *Self Employment; *Small Businesses; State Curriculum Guides
IDENTIFIERS	*Manitoba

ABSTRACT

This guide is designed for use by instructors teaching a 12-unit course in starting a business. Presented first is a diagram illustrating the place of the course in Manitoba's business education curriculum. The academic, personal management, and teamwork skills that have been deemed critical employability skills required of the Canadian work force are listed. A course rationale, evaluation criteria, and unit time allotments are provided. Listed next are the overall course goals and objectives of each of the course units, which cover the following topics: starting a business, identifying influences affecting the business, understanding the responsibilities of business ownership, determining the target market, evaluating the competition, developing the product or service, financial planning and analysis, financing the business, managing human resources, understanding contract law, protecting against loss, and developing a business plan. Lesson plans are provided for each unit. Each lesson plan includes a unit goal and lists the teaching methods and resources suggested for use in accomplishing each of the unit objectives. A 12-item bibliography and 19-item resource list are included. Appended are student handouts about business plans, channels of distribution, and the advantages of clear communication. (MN)

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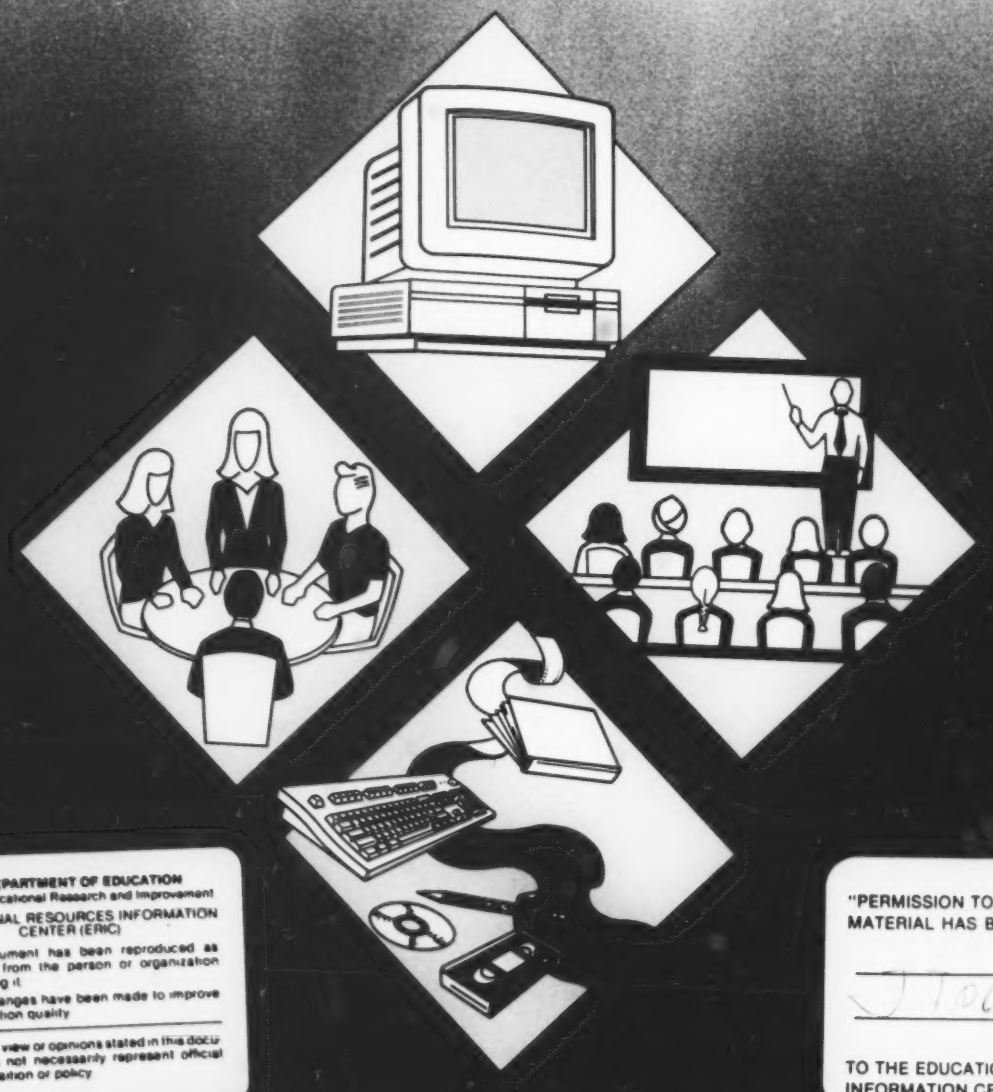

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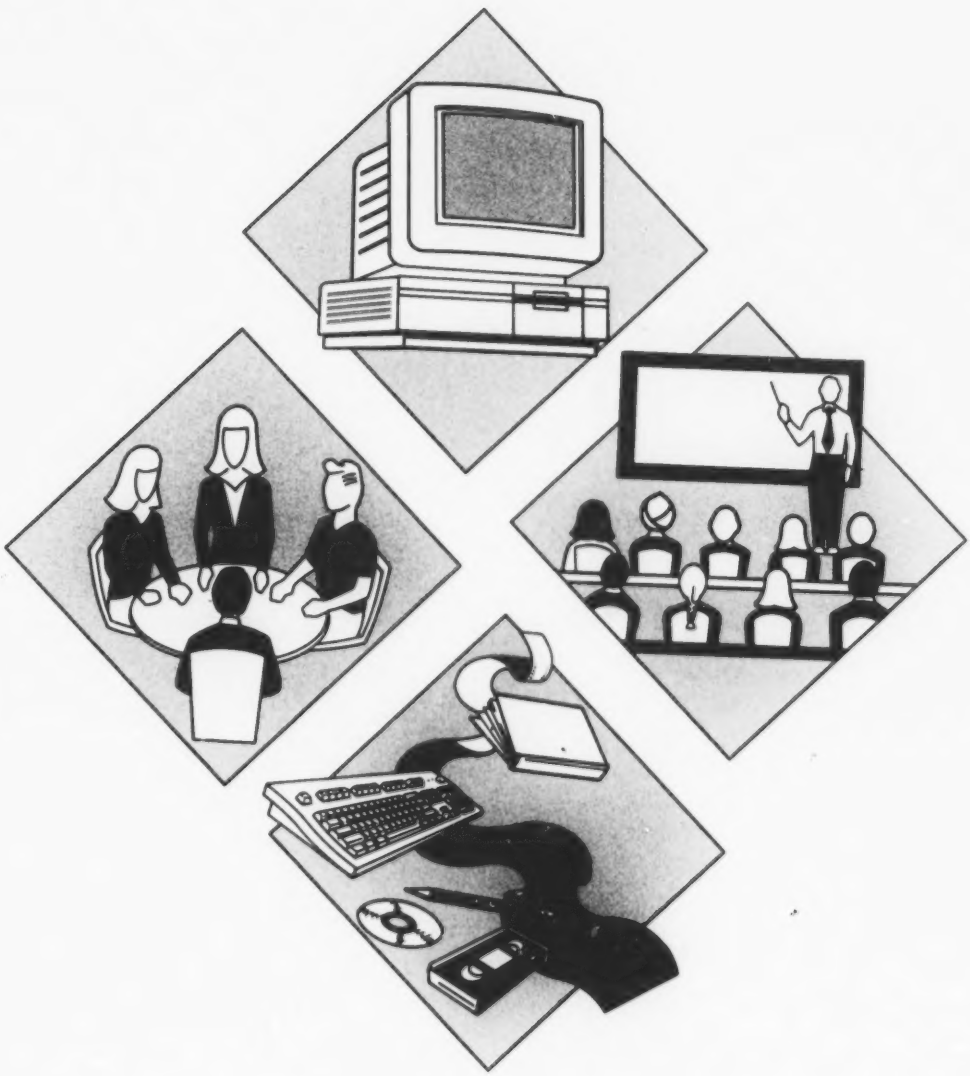

Interim Guide

Manitoba
Education
and Training

ISBN 0-7711-1214-9

START YOUR OWN BUSINESS (25G)

This guide replaces **General Business (20G)** and becomes effective September 1995. The contents have been developed as part of an ongoing review of Business Education courses.

ACKNOWLEDGEMENTS

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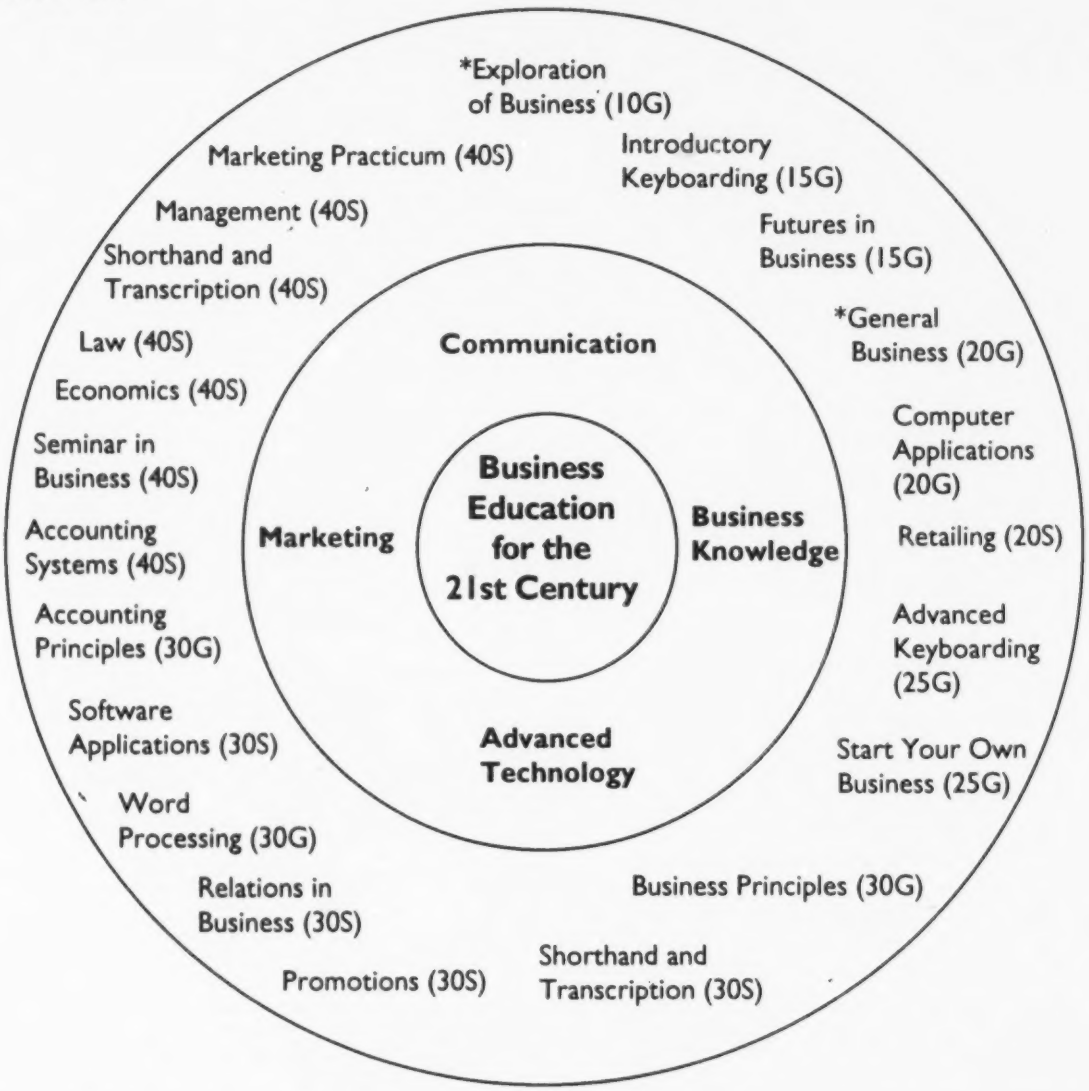
BUSINESS EDUCATION FOR THE 21ST CENTURY

The courses illustrated below have been developed by Manitoba Education and Training and can be used in a Business Education Program. Before granting approval to begin these courses, it is the responsibility of the school's professional staff to ensure that each student has attained the level of skill needed to handle the content successfully.



* These courses will be replaced in September 1995 by **Futures in Business** and **Start Your Own Business** respectively.

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EMPLOYABILITY SKILLS PROFILE: The Critical Skills Required of the Canadian Work Force

Academic Skills

Those skills which provide the basic foundation to get, to keep, and to progress on a job and to achieve the best results.

Canadian employers need people who are able to

Communicate
- Understand and speak the languages in which business is conducted
- Listen, understand, and learn
- Read, comprehend, and use written materials, including graphs, charts, and displays
- Write effectively in the languages in which business is conducted

Think
- Think critically and act logically to evaluate situations, solve problems, and make decisions
- Understand and solve problems involving mathematics and use the results
- Use technology, instruments, tools, and information systems effectively
- Access and apply specialized knowledge from various fields, e.g., skilled trades, technology, physical sciences, arts, and social sciences

Learn
- Continue to learn for life

Personal Management Skills

The combination of skills, attitudes, and behaviours required to get, to keep, and to progress on a job and to achieve the best results.

Canadian employers need people who demonstrate

Positive Attitudes and Behaviours
- Self-esteem and confidence
- Honesty, integrity, and personal ethics
- Positive attitude toward learning, growth, and personal health
- Initiative, energy, and persistence to get the job done

Responsibility
- Ability to set goals and priorities in work and personal life
- Ability to plan and manage time, money, and other resources to achieve goals
- Accountability for actions taken

Adaptability
- Positive attitudes toward change
- Recognition of and respect for people's diversity and individual differences
- Ability to identify and suggest new ideas to get the job done – creativity

Teamwork Skills

Those skills needed to work with others on a job and to achieve the best results.

Canadian employers need people who are able to

Work with Others
- Understand and contribute to the organization's goals
- Understand and work within the culture of the group
- Plan and make decisions with others and support the outcomes
- Respect the thoughts and opinions of others in the group
- Exercise "give-and-take" to achieve group results
- Seek a team approach as appropriate
- Lead when appropriate, mobilizing the group for high performance

There is a growing concern that many young people do not see the direct relevance of what they are learning in school to their needs in later life. The Conference Board of Canada has identified the critical skills, qualities, and abilities that students will require to make a successful transition from school to work. These skills are developed through a variety of life experiences provided by parents, integrated educational approaches in schools, postsecondary institutions, actions that support skill development on the job, and formal and informal opportunities for updating skills throughout life.

Source: *Employability Skills Profile: What are Employers Looking For?* The Conference Board of Canada, Ottawa, ON: 1992.

RATIONALE

Start Your Own Business, which has been assigned a 25G course designation, is a half-credit course prepared for the Senior 2 level, but the course can be scheduled at the Senior 3 or Senior 4 level as a final preparation for **vocational** and **academic students**. This course is designed to contribute to the growth and development of students and to emphasize skills that will assist young people to plan and start small businesses. This is important because small business owners constitute one of Canada's most valuable economic resources.

Small business ownership offers the opportunity for young people to acquire and enhance skills, hobbies, talents, and ideas. Ideally, this course should incorporate current technology. Successful completion of the course will result in the development of a **business plan**.

Start Your Own Business builds on and reinforces the concepts, skills, and understandings introduced in **Futures in Business**. The basic skills covered in **Futures in Business** will be reviewed and developed in **Start Your Own Business**.

Start Your Own Business will introduce topics that can be developed in greater detail in Business Education courses at the Senior 3 and Senior 4 levels.

EVALUATION

Evaluation should be based on the results derived from a variety of assessment activities.

It is recommended that a combination of written and oral activities be used in assessing students' achievement of objectives. These experiences and opportunities include:

- individual assignments and projects
- group assignments and projects
- participation in group discussions
- tests and quizzes
- business plans
- oral presentations

TIME ALLOTMENTS

Start Your Own Business is a half-credit course that has been developed by Manitoba Education and Training and it represents 55 hours of instruction.

The following guidelines for time allotments are recommended.

UNITS	HOURS
1. Start Your Own Business	5
2. Other Influences Affecting Your Business	4
3. Business Ownership	5
4. Determine the Target Market	5
5. Evaluate the Competition	5
6. Develop the Product or Service	6
7. Financial Planning and Analysis	6
8. Finance Your Own Business	4
9. Human Resources	3
10. Law of Contracts	3
11. Protection Against Loss	3
12. The Business Plan	6
	55

GOALS AND OBJECTIVES

Goals

- To introduce students to the possibility of starting a business
- To introduce students to organizations that affect small business planning
- To introduce students to the different types of business ownership
- To provide information to help students determine target markets
- To introduce students to the necessity of evaluating the competition
- To introduce students to the steps required to produce and market a product
- To introduce students to the basic principles of accounting
- To develop an awareness of how a small business can be financed
- To introduce students to the need for clear communication and effective management skills
- To provide students with a working knowledge of contracts
- To develop an awareness of how to protect assets against loss
- To prepare a business plan

Objectives

Apart from the course's overall goals, each unit has sub-topics with specific objectives.

UNIT 1: START YOUR OWN BUSINESS

Students should be able to

- list their personal skills and abilities
- recognize the importance of business skills
- identify the required skills of a business owner
- identify the risks involved in starting their own business
- list their personal assets and liabilities
- list their personal achievements and failures

- explain how a business can be developed from hobbies and special skills
- prepare a list of potential products or services
- identify the functions of business
- organize a portfolio

UNIT 2: OTHER INFLUENCES AFFECTING YOUR BUSINESS

Business

Students should be able to

- explain the basic concepts of business
- explain the basic factors that determine supply and demand
- understand the interdependence of business organizations

Government

Students should be able to

- identify the three levels of government
- identify the government regulations that affect business
- identify the government regulations that affect businesses on reserves

Organizations

Students should be able to

- develop an awareness of organized labour
- develop an awareness of small business and educational organizations
- recognize opportunities for Aboriginal professional development

Sustainable Development

- recognize the concept of sustainable development
- identify business opportunities that have been created as a result of the adoption of sustainable development principles

UNIT 3: BUSINESS OWNERSHIP

Students should be able to

- develop an awareness of the forms of business ownership
- list and discuss the advantages and disadvantages of each type of business ownership
- identify and classify local businesses according to the form of ownership

UNIT 4: DETERMINE THE TARGET MARKET

Students should be able to

- identify a product or a service
- identify the type of ownership that will be used for each student's product or service
- discuss why customers want or need their product or service
- determine the target market
- identify the components of the marketing process
- identify and explain the channels of distribution
- develop a business plan outline

UNIT 5: EVALUATE THE COMPETITION

Students should be able to

- identify their direct competition
- identify their indirect competition
- compare the products and prices of their competitors
- describe how competition benefits business
- evaluate competitors' profits
- prepare a sales forecast
- determine market share
- update the business plan outline

UNIT 6: DEVELOP THE PRODUCT OR SERVICE

Name

Students should be able to

- discuss the name of the product or the service
- discuss the product's logo design
- develop an awareness of suitable locations

Development

Students should be able to

- develop an awareness of the factors of production
- analyze the factors of production in local businesses

Promotion

Students should be able to

- develop an awareness of the marketing mix
- develop a business plan from the business plan outline

UNIT 7: FINANCIAL PLANNING AND ANALYSIS

Financial Statements

Students should be able to

- define assets, liabilities, and owner's equity
- explain the importance of keeping accurate accounting records
- prepare an income statement and a balance sheet

Budgeting

Students should be able to

- define a budget
- understand the need to make financial plans
- identify and explain the steps required to prepare a budget
- prepare a budget
- calculate a break-even point
- update the business plan

UNIT 8: FINANCING YOUR OWN BUSINESS

Students should be able to

- define tangible and intangible assets
- identify their present tangible assets
- identify their present intangible assets
- identify sources of credit
- list services offered by financial institutions
- identify advantages and disadvantages of using credit
- identify factors affecting the credit rating of a business
- identify the factors affecting the cost of credit
- calculate the cost of using credit
- compare the advantages and disadvantages of renting or owning property
- update the business plan

UNIT 9: HUMAN RESOURCES

Students should be able to

- explain the need for effective communication
- identify the methods of communication
- describe the role of the human resources department
- explain the role of effective leadership
- discuss the need for a job description or an operations manual
- update the business plan
- demonstrate the importance of good listening skills
- discuss the importance of communicating in an Aboriginal language when doing business in Aboriginal communities

UNIT 10: THE LAW OF CONTRACTS

Students should be able to

- define a contract
- identify the types of contracts
- identify and explain the elements of a contract
- understand the importance of obtaining legal advice prior to entering into contracts
- be aware of the consequences of breaking a contract
- update the business plan

UNIT 11: PROTECTION AGAINST LOSS

Financial

Students should be able to

- define insurance terms
- develop an awareness of the concept of risk-sharing
- list the types of risks that can be insured
- identify the kinds of insurance required to operate a small business
- understand the need for third party liability

Idea

Students should be able to

- define patent, trademark, and copyright
- develop an awareness of how to protect an idea or design
- understand the consequences of infringing on existing patents, trademarks, or copyrights
- update the business plan

UNIT 12: THE BUSINESS PLAN

Students should be able to

- complete the business plan
- give a presentation on the business plan

START YOUR OWN BUSINESS

UNIT 1: START YOUR OWN BUSINESS

GOAL: To introduce students to the possibility of starting a business.

OBJECTIVES	METHODS AND RESOURCES
1.0 **Start Your Own Business**	
Students should be able to	
1.1 List their personal skills and abilities	Discuss Employability Skills Profile (see page 1 of this guide).
1.2 Recognize the importance of business skills	Class discussion.
1.3 Identify the required skills of a business owner	Use the video series from TVOntario and CBC Venture (see Resource List, p. 43).
1.4 Identify the risks involved in starting their own business	Provide examples of how small businesses are affected by insufficient profits, poor management, and employee performance.
1.5 List their personal assets and liabilities	Define assets, liabilities, and owner's equity.
1.6 List their personal achievements and failures	Brainstorm to create an extensive list of students' achievements, special skills, failures, hobbies, sports, etc.
1.7 Explain how a business can be developed from hobbies and special skills	Provide examples of businesses that have been developed from hobbies and special skills (e.g., musical ability may result in teaching opportunities).
1.8 Prepare a list of potential products or services	Brainstorm to compile a class list.
1.9 Identify the functions of business	Lecture (see Leipner, *Exploring Business: A Global Perspective*, p. 9).

UNIT 1: START YOUR OWN BUSINESS (CONT.)	
OBJECTIVES	**METHODS AND RESOURCES**
1.10 Organize a portfolio	Provide students with a file folder and a copy of The Business Plan Guide (see Appendix A, p. 33).

UNIT 2: OTHER INFLUENCES AFFECTING YOUR BUSINESS

GOAL: To introduce students to organizations that affect small business planning.

OBJECTIVES	METHODS AND RESOURCES
1.0 **Business** Students should be able to	
1.1 Explain the basic concepts of business	Discuss the concept of supplying goods and services in order to meet changing consumer demands.
1.2 Explain the basic factors that determine supply and demand	Use transparencies of graphs showing the relationship between price, supply, and demand (see Leipner, *Exploring Business: A Global Perspective*, p. 145).
1.3 Understand the interdependence of business organizations	Students should prepare a breakfast menu and develop a list of businesses that are necessary to provide the food listed on the menu.
2.0 **Government** Students should be able to	
2.1 Identify the three levels of government	Discuss the three levels of government, list representatives, and three goods or services provided by each level.
2.2 Identify the government regulations that affect business	List regulations (e.g., licenses, zoning regulations, taxes, by-laws, and labelling regulations).
2.3 Identify the government regulations that affect Aboriginal businesses on reserves	List regulations (e.g., licences, taxes, by-laws, regulations governing non-status and status individuals).

UNIT 2: OTHER INFLUENCES AFFECTING YOUR BUSINESS (CONT.)	
OBJECTIVES	**METHODS AND RESOURCES**
3.0 Organizations Students should be able to	
3.1 Develop an awareness of organized labour	Discuss labour and organized labour unions.
3.2 Develop an awareness of small business and educational organizations	Initiate a group assignment to search telephone books, local publications (e.g., Manitoba Business Education Teachers' Association [MBETA], chambers of commerce, and continuing education departments).
3.3 Recognize opportunities for Aboriginal professional development	Explore opportunities to develop managerial and entrepreneurial skills available through the Native Business Internship Program, Canadian Council for Aboriginal Business (see Resource List, p. 44).
4.0 Sustainable Development Students should be able to	
4.1 Recognize the concept of sustainable development	Discuss the process of consensus-based decision making in which the economy, the environment, and the health of society are integrated and balanced (see Manitoba Education and Training, *Education for Sustainability*, Sustainable Development, Senior 1 to Senior 4, pp. 6-12).
4.2 Identify business opportunities that have been created as a result of the adoption of sustainable development principles	Brainstorm different business opportunities that have been created because of the introduction of sustainable development concepts (e.g., recycling and conservation).

UNIT 3: BUSINESS OWNERSHIP

GOAL: To introduce students to the different types of business ownership.

OBJECTIVES	METHODS AND RESOURCES
1.0 **Business Ownership** Students should be able to	
1.1 Develop an awareness of the forms of business ownership	Use TVOntario video (see Resource List, p. 43).
1.2 List and discuss the advantages and disadvantages of each type of business ownership	Use CBC Venture (see Resource List, p. 43).
1.3 Identify and classify local businesses according to form of ownership	Create a list of local businesses and classify according to the form of ownership, or use Ownership Match (see Meyer, *Student Activity Workbook for Entrepreneurship and Small Business Management*, p. 45).

UNIT 4: DETERMINE THE TARGET MARKET

GOAL: To provide information to help students determine target markets for their products.

OBJECTIVES	METHODS AND RESOURCES
1.0 Target Market	
Students should be able to	
1.1 Identify a product or a service	Ask each student to choose one product or service.
1.2 Identify the type of ownership that will be used for each student's product or service	Discuss the different types of ownership (e.g., partnerships, sole proprietorships, cooperatives, franchises, and corporations).
1.3 Discuss why customers want or need their product or service	Discuss marketing strategies.
1.4 Determine the target market	Divide the market into the five segments: age, geographic location, education, economic background, and ethnic origin (see video, *Demographics of an Aging Population: Question Period Series*, CTV Program Sales, Resource List, p. 43).
1.5 Identify the components of the marketing process	Provide definitions for components (e.g., packaging, storing, transportation, advertising, market research, and methods of selling).
1.6 Identify and explain the channels of distribution	Each student will apply the components to his or her own product.
1.7 Develop a business plan outline	Discuss and explain the methods of marketing. List examples of each method (see Appendix B, p. 34). Prepare the business plan outline.

UNIT 5: EVALUATE THE COMPETITION

GOAL: To introduce students to the necessity of evaluating the competition.

OBJECTIVES	METHODS AND RESOURCES
1.0 **Competition**	
Students should be able to	
1.1 Identify their direct competition	Discuss names and locations of competitors with identical products or services (e.g., Saran Wrap, Glad Cling Wrap, Handi-Wrap, and Stretch 'n Seal).
1.2 Identify their indirect competition	Discuss names and locations of competitors with similar products or services (e.g., plastic wrap, foil wrap, and wax paper).
1.3 Compare the products and prices of their competitors	Use newspapers, commercials, and direct observations.
1.4 Describe how competition benefits business	Discuss how competition benefits suppliers and consumers.
1.5 Evaluate competitors' profits	Use spreadsheets to determine profits.
1.6 Prepare a sales forecast	Use spreadsheets to determine sales forecast.
1.7 Determine market share	Use spreadsheets to determine the market share.
1.8 Update the business plan outline	Update the business plan outline and file the updated plan in the portfolio.

UNIT 6: DEVELOP THE PRODUCT OR SERVICE

GOAL: To introduce students to the steps required to produce and market a product.

OBJECTIVES	METHODS AND RESOURCES
1.0 **Name** Students should be able to	
1.1 Discuss the name of the product or the service	Play the Name Game (see Meyer, *Student Activity Workbook for Entrepreneurship and Small Business Management*, pp. 51-53).
1.2 Discuss the product's logo design	Discuss popular logo designs (e.g., McDonald's, Volkswagen, Bank of Montreal, Petro-Canada, VISA, Manitoba Hydro, and Honda).
1.3 Develop an awareness of suitable locations	Analyze locations of successful businesses in their community.
2.0 **Development** Students should be able to	
2.1 Develop an awareness of the factors of production	Analyze the factors of production: land, labour, capital, technology and entrepreneurship (see Leipner, *Exploring Business: A Global Perspective*, pp. 98-99).
2.2 Analyze the factors of production in local businesses	List three local businesses and identify the factors of production involved.

UNIT 6: DEVELOP THE PRODUCT OR SERVICE (CONT.)	
OBJECTIVES	**METHODS AND RESOURCES**
3.0 **Promotion** Students should be able to	
3.1 Develop an awareness of the marketing mix	Provide details of the marketing mix, e.g., product, price, place, and promotion (see Meyer, *Entrepreneurship and Small Business Management*, pp. 128-139 or Leipner, *Exploring Business: A Global Perspective*, pp. 334-337).
3.2 Develop a business plan from the business plan outline	Prepare the first draft of the business plan using the word processor. File the business plan in the portfolio.

UNIT 7: FINANCIAL PLANNING AND ANALYSIS GOAL: To provide students with the basic principles of accounting.	
OBJECTIVES	**METHODS AND RESOURCES**
1.0 Financial Statements Students should be able to	
1.1 Define assets, liabilities, and owner's equity	Review and discuss business assets, liabilities, and owner's equity.
1.2 Explain the importance of keeping accurate accounting records	Discuss the importance of keeping accurate business records (e.g., lawn care).
1.3 Prepare an income statement and a balance sheet	Discuss the format used for preparing income statements and balance sheets. Prepare income statements and balance sheets using spreadsheet templates.
2.0 Budgeting Students should be able to	
2.1 Define a budget	Provide definition.
2.2 Understand the need to make financial plans	Brainstorm to examine the need for budgets at the following levels: personal, business, and government.
2.3 Identify and explain the steps required to prepare a budget	Discuss the steps required: estimate income, estimate expenses, calculate balance, and reassess expenses (allow for flexibility).

UNIT 7: FINANCIAL PLANNING AND ANALYSIS (CONT.)	
OBJECTIVES	**METHODS AND RESOURCES**
2.4 Prepare a budget	Discuss the format used to prepare a budget.
2.5 Calculate a break-even point	Use a spreadsheet to calculate the break-even point. Provide formula: Total Production Costs ÷ Selling Price = Break-Even Point. Use a spreadsheet to construct graphs.
2.6 Update the business plan	File the updated plan in the portfolio.

UNIT 8: FINANCING YOUR OWN BUSINESS

GOAL: To have students develop an awareness of how a small business can be financed.

OBJECTIVES	METHODS AND RESOURCES
1.0 Financing	
Students should be able to	
1.1 Define tangible and intangible assets	Provide definitions for tangible and intangible.
1.2 Identify present tangible assets	Brainstorm to create lists.
1.3 Identify present intangible assets	Brainstorm to create lists.
1.4 Identify sources of credit	Brainstorm to make a list of sources (e.g., parents, relatives, education fund, and inheritance).
1.5 List services offered by financial institutions	Research services offered by financial institutions in your community (e.g., T-D Bankline and the Aboriginal Business Development Program).
1.6 Identify advantages and disadvantages of using credit	Discuss and compile a comparative list (e.g., convenience, immediate use of goods, save money, temptation to overstock, and restricts future spending).
1.7 Identify factors affecting the credit rating of a business	Discuss the three Cs of credit: character, capacity, and capital.
1.8 Identify the factors affecting the cost of credit	Discuss the costs of borrowing. Use the formula: Principal x Rate x Time = Interest (P x R x T = I).
1.9 Calculate the cost of using credit	Use a spreadsheet to calculate costs.

UNIT 8: FINANCING YOUR OWN BUSINESS (CONT.)	
OBJECTIVES	**METHODS AND OBJECTIVES**
1.10 Compare the advantages and disadvantages of renting or owning property	Brainstorm and create lists.
1.11 Update the business plan	File the updated plan in the portfolio.

UNIT 9: HUMAN RESOURCES

GOAL: To introduce students to the need for clear communication and effective management skills.

OBJECTIVES	METHODS AND RESOURCES
1.0 **Communications** Students should be able to	
1.1 Explain the need for effective communication	Discuss the advantages of clear communication (see Appendix C, p. 35).
1.2 Identify the methods of communication	Discuss and provide examples of forms of communication (e.g., oral, written, non-verbal, and electronic).
1.3 Describe the role of the human resources department	Discuss responsibilities of the human resources department.
1.4 Explain the role of effective leadership	Discuss management styles (see Meyers, *Entrepreneurship and Small Business Management*, p. 295). Use case studies, role play, and videos.
1.5 Discuss the need for a job description or an operations manual	Discuss the problems encountered when owner is ill or key employee leaves suddenly. See **Futures in Business (15G)** curriculum (see Appendix E, Operations Manual, p. 29).
1.6 Update the business plan	File the updated plan in the portfolio.
1.7 Demonstrate the importance of good listening skills	Discuss the importance of developing good listening skills (see Appendix D, p. 36).
1.8 Discuss the importance of communicating in an Aboriginal language when doing business in Aboriginal communities	Discuss the need for using an interpreter when communicating with Aboriginal people in their communities.

UNIT 10: LAW OF CONTRACTS

GOAL: To provide students with a working knowledge of contracts.

OBJECTIVES	METHODS AND RESOURCES
1.0 Contracts	
Students should be able to	
1.1 Define a contract	Provide definition.
1.2 Identify the types of contracts	Discuss and list the types of contracts: implied, oral, and written.
1.3 Identify and explain the elements of a contract	Provide and discuss the elements of a contract: offer, acceptance, consideration, legality, and capacity.
1.4 Understand the importance of obtaining legal advice prior to entering into contracts	Invite a guest speaker (e.g., lawyer).
1.5 Be aware of the consequences of breaking a contract	Discuss the possible consequences of breaching a contract.
1.6 Update the business plan	File the updated plan in the portfolio.

UNIT 11: PROTECTION AGAINST LOSS

GOAL: To have students develop an awareness of the importance of insurance.

OBJECTIVES	METHODS AND RESOURCES
1.0 **Financial**	
Students should be able to	
1.1 Define insurance terms	Define insurance terms: benefits, economic risk, insurance, policy, policy holder, and premium.
1.2 Develop an awareness of the concept of risk-sharing	Brainstorm the concept of risk-sharing.
1.3 List the types of risks that can be insured	List and discuss insurance: life, property, and liability.
1.4 Identify the kinds of insurance required to operate a small business	List and discuss insurance: life, fire and theft, travel, loan, group, dental, and bonding.
1.5 Understand the need for third party liability	Provide definitions and discuss examples. Bring clippings from newspapers or examples from radio and television. Invite a guest speaker (e.g., insurance broker).

UNIT 11: PROTECTION AGAINST LOSS (CONT.)	
OBJECTIVES	**METHODS AND RESOURCES**
2.0 Idea	
Students should be able to	
2.1 Define patent, trademark, and copyright	Provide definitions.
2.2 Develop an awareness of how to protect an idea or design	Brainstorm and hold class discussion.
2.3 Understand the consequences of infringing on existing patents, trademarks, or copyrights	Review case studies (e.g., Brick's Fine Furniture Ltd. vs. The Brick; Road Runner Courier Service vs. Disney).
2.4 Update the business plan	File the updated plan in the portfolio.

UNIT 12: THE BUSINESS PLAN

GOAL: To prepare a business plan.

OBJECTIVES	METHODS AND RESOURCES
1.0 **Plan**	
Students should be able to	
1.1 Complete the business plan	Using the information covered in the previous units, have students complete the business plan.
1.2 Give a presentation on the business plan	Prepare and give an oral presentation explaining the business plan to the class or another group (e.g., live or on video).

APPENDICES

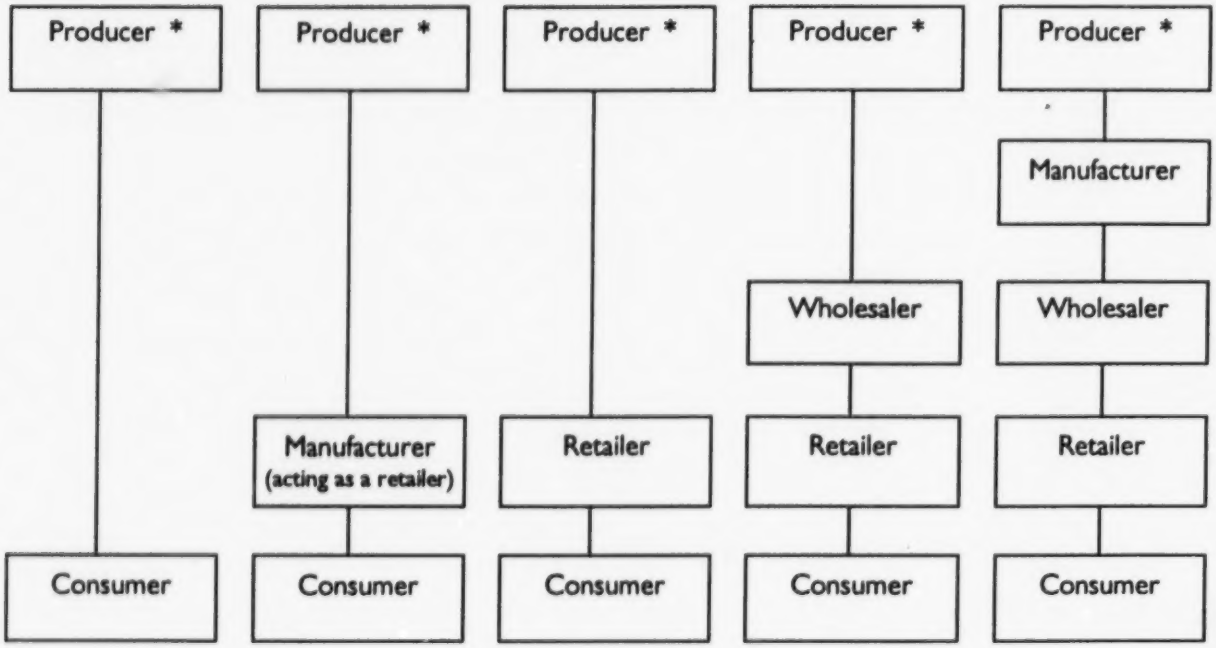
Appendix A, Business Plan Guide
Appendix B, Channels of Distribution
Appendix C, Advantages of Clear Communication
Appendix D, Developing Good Listening Skills

BUSINESS PLAN GUIDE

The Business Plan provides the key elements of the business in such a way as to entice the reader to want to know more about the company. It should include a brief description of the product or service, the market, the management team, and the financial prospects. The Business Plan should be set up to:

- Describe the nature of the company, the current economic conditions, and how they will affect the company.
- Prepare a detailed description of the product, including its composition, design, and application. (Competitive products or services should be addressed and the plan should show why this particular product or service will likely get a fair share of the market.)
- Define the target market. A comparison should be drawn between the company and the competition on the basis of price, performance, service, and location.
- Describe the marketing strategy to be used to promote the product to the potential customers.
- Identify the location of the business operation. Consider transportation, proximity of labour, and the market.
- Describe the organizational structure of the business — a franchise, reorganization of an existing business or an entirely new business.
- Prepare an overall schedule that maps out the company's future.
- List the types of contracts and insurance coverage required for the business.
- Indicate the sources of cash and other assets for the current financial needs.
- Prepare projected financial statements.

CHANNELS OF DISTRIBUTION



* Applies to producer of a product or a service.

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ADVANTAGES OF CLEAR COMMUNICATION

Communication in business is vital to any human interaction. Through effective communication, people are able to clarify their ideas and create a better understanding of others.

How people communicate is, however, changing rapidly. Recent developments in the electronic communication field are changing the ways people communicate (e.g., electronic mail allows messages to be transmitted by using a computer terminal, and word processors enable students to save time by revising directly into the computer).

Clear communication should enable students to:

- inform others of their ideas and concepts
- encourage two-way dialogue
- find useful, innovative ways to improve relations with others
- enhance an individual's ability to present information concisely and accurately
- locate, retrieve, and process sources of information more efficiently
- improve interpersonal skills while working with others
- interact more effectively with people in different cultures
- develop strategies to communicate more effectively
- participate more fully in group assignments and discussions
- increase credibility, motivate their audience, and structure their ideas more persuasively
- create a better climate of understanding in the classroom, in the school, and in the community-at-large

DEVELOPING GOOD LISTENING SKILLS

Listening to others involves much more than simply hearing. An active listener does everything possible to ensure that communication between him or her and others is effective. The following checklist is designed to help students become good listeners:

- Do you give the speaker your complete attention?
- Do you adjust for distractions when you listen?
- Are you an active listener?
- Do you make an effort to remember what you hear?
- Do you let the speaker finish a point before you evaluate it?
- Do you listen even when you are not particularly interested in the topic?
- Are you a critical listener?
- Do you use feedback to interpret what you hear?
- Do you listen for main ideas?

Whispering Game

To help students sharpen their listening skills, ask them to play the **Whispering Game**. First of all, have students form a circle. Invite a student to choose a sentence or phrase without revealing it. Then ask him or her to whisper these words to the next student. This sentence or phrase is then whispered to the next student until the message completes the circle. The last student shares the message with the rest of the class. This sentence or phrase is then compared to the original. The **Whispering Game** is a practical activity to remind students of the importance of listening.

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RESOURCE LIST

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CTV Program Sales
Suite 1800, 250 Yonge Street
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Telephone: 416-595-4464, Fax: 416-595-0917

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P. O. Box 200, Station Q
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